

# **Standards-based IEP Sample Measurable Goals**

**Mathematics k-12**

**2009 Standards of Learning**



**2011**

## Standards-based Math Goals, SOLs, and Strategies/Ideas for Instruction K-A1 (2009)

Measurable Mathematics Standards Based IEP Goals for K		
Kindergarten Goals	Strand/Standard	Strategies/Ideas for Instruction
By the annual review of the IEP, the student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence in 8 out of 10 trials.	Number and Number Sense K.1	TTAC Online SOL Enhanced+ Lessons: <u>Counting Stations</u> , <u>Counting 10 black Dots</u> , and <u>Musical Counting</u> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• 3 types of Counting Manipulatives</li> <li>• Counting Apps for iPods and iPads</li> <li>• Computer Games</li> <li>• Interactive White Boards</li> <li>• Hands on Lessons that involve moving, touching, &amp; aligning that involves visual and kinesthetic.</li> </ul>
Given a collection of pennies and/or nickels (or models of pennies and/or nickels) whose value is 10 cents or less, the student will determine the value of the collection with 100% accuracy on 8 out of 10 trials by annual review of the IEP.	Measurement K.7	TTAC Online SOL Enhanced+ Lesson: <u>Money Math</u> <ul style="list-style-type: none"> <li>• Nickels and Pennies for counting</li> <li>• Computer Games</li> <li>• Counting Money Apps for iPods and iPads</li> <li>• Graphic Organizers to discuss the physical properties of each coin</li> <li>• Interactive White Boards</li> <li>• “Money Strips” (Money Math)</li> <li>• Money Bingo</li> </ul>
Given a repeating relationship (pattern) in common objects, sounds, and movements, the student will identify and describe the pattern and then extend the pattern by adding at least two repetitions in 7 out of 10 trials by annual review of the IEP.	Patterns Functions and Algebra K.16	TTAC Online SOL Enhanced+ Lessons: <u>Calendar Math</u> and <u>Repeating Patterns</u> <ul style="list-style-type: none"> <li>• Manipulatives /Drawings</li> <li>• Computer Games</li> <li>• Interactive White Boards</li> <li>• Pattern Apps for iPods and iPads</li> <li>• Clapping and Snapping Patterns</li> <li>• Music (Refrain of Simple Songs)</li> </ul>

<b>Measurable Mathematics Standards Based IEP Goals for 1<sup>st</sup> grade</b>		
<b>First Grade Goals</b>	<b>Strand/Standard</b>	<b>Strategies/Ideas for Instruction</b>
Given region/area models (e.g, pie pieces) and measurement models (e.g., fraction strips), the student will identify and model one-half and one-fourth of a whole in 8 out of 10 trials by annual review of the IEP.	Number and Number Sense 1.3	TTAC Online SOL Enhanced+ Lessons: <u>Ben Franklin's Kite</u> , <u>Apple Fractions</u> , and <u>All Aboard the Fraction Train</u> <ul style="list-style-type: none"> <li>• Flex Blocks</li> <li>• Cooking Activities</li> <li>• Computer Games</li> <li>• Children's Literature</li> <li>• Interactive White Boards</li> <li>• Fraction Apps for iPods and iPads</li> </ul>
The student will create and solve story and picture problems involving one-step solutions, using basic addition and subtraction facts with 100% accuracy on 8 out of 10 trials by the annual review of the IEP.	Computation and Estimation 1.6	TTAC Online SOL Enhanced+ Lesson: <u>Number Stories</u> <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Drawings</li> <li>• Computer Games</li> <li>• Interactive White Boards</li> </ul>
Given written time shown on a digital or analog clock, the student will tell time to the half hour with 100% accuracy on 8 out of 10 trials by the annual review of the IEP.	Measurement 1.8	TTAC Online SOL Enhanced+ Lesson: <u>It's About Time</u> <ul style="list-style-type: none"> <li>• Analog Clocks</li> <li>• Digital Clocks</li> <li>• Daily Routines &amp; School Schedules</li> <li>• Computer Games</li> <li>• Interactive White Boards</li> <li>• Flash Cards</li> <li>• Telling Time Apps for iPods and iPads</li> </ul>

## Measurable Mathematics Standards Based IEP Goals for 2<sup>nd</sup> grade

Second Grade Goals	Strand/Standard	Strategies/Ideas for Instruction
Given a collection of objects, the student will determine whether the total number is odd or even by dividing the objects into two equal groups or pairing the objects with 100% accuracy on 8 out of 10 trials by annual review of the IEP.	Number and Number Sense 2.4	TTAC Online SOL Enhanced+ Lesson: <u>Estimation Jar</u> <ul style="list-style-type: none"> <li>Counting Manipulatives</li> <li>Hundreds Chart</li> <li>Calculators</li> <li>Interactive White Boards</li> <li>Flash Cards</li> <li>Computer Games</li> </ul>
Given an assortment of three-dimensional (solid) concrete figures, the student will identify, describe, and sort these figures with 100% accuracy on 8 out of 10 trials by annual review of IEP.	Geometry 2.16	TTAC Online SOL Enhanced+ Lesson: <u>Comparing Figures</u> <ul style="list-style-type: none"> <li>Three Dimensional Geometric Shapes</li> <li>Geometric Apps for iPods and iPads</li> <li>Geoboards</li> <li>Graphic Organizers</li> <li>Interactive White Boards</li> <li>Computer Games</li> </ul>
Given experiments, using spinners and colored tiles/cubes, the student will accurately record and use data to predict which of the two events are more likely to occur if the experiment is repeated on 7 out of 10 trials by annual review of the IEP.	Probability and Statistics 2.18	TTAC Online SOL Enhanced+ Lesson: <u>Make Me a Winner/Make Me a Loser</u> <ul style="list-style-type: none"> <li>Spinners with Colors &amp; Spinners with Numbers</li> <li>Manipulatives</li> <li>Two-Colored Counters</li> <li>Dice</li> <li>Graphic Organizers</li> <li>Interactive White Boards</li> <li>Computer Games</li> </ul>

<b>Measurable Mathematics Standards Based IEP Goals for 3rd grade</b>		
<b>Third Grade Goals</b>	<b>Strand/Standard</b>	<b>Strategies/Ideas for Instruction</b>
Given 10 problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, the student will solve with 80% accuracy using various computational methods by annual review of the IEP.	Computation and Estimation 3.4	TTAC Online SOL Enhanced+ Lesson: <u>Domino Addition</u> <ul style="list-style-type: none"> <li>• Dominoes, Number Line, Cotton Balls, Sandpaper</li> <li>• Counting Up to subtract</li> <li>• Trading (10 ones = 1 ten)</li> </ul> Use Concrete Representational Abstract approach (manipulatives, drawings, algorithms)
Given 10 problems, the student will add and subtract with proper fractions having like denominators of 10 or less, with 70% accuracy by annual review of the IEP.	Computation and Estimation 3.7	TTAConline SOL Enhanced + Lessons: <u>Creating Fraction Strips, Fraction Strip Addition Four in a Row, Fraction Strip Subtraction</u> <ul style="list-style-type: none"> <li>• Fraction Strips</li> <li>• Pattern Blocks</li> <li>• Cuisinaire Rods</li> <li>• Linking Cubes</li> </ul>
Given a prompt, the student will accurately identify equivalent relationships, including the number of days in a given month, the number of days in a week, the number of days in a year, and the number of months in a year in 8 out of 10 trials by annual review of the IEP.	Measurement 3.12	TTAConline SOL Enhanced: <ul style="list-style-type: none"> <li>• I Have...Who Has?</li> <li>• Calendar Math</li> <li>• Card Sorts (months and number of days)</li> <li>• Concentration Game (match equivalents)</li> </ul>

## Measurable Mathematics Standards Based IEP Goals for 4<sup>th</sup> grade

Fourth Grade Goals	Strand/Standard	Strategies/Ideas for Instruction
Given a set of five single-step problems involving addition and subtraction of fractions with like and unlike denominators (limited to 2, 3, 4, 5, and 6), the student will solve them with at least 80% accuracy on three consecutive days, by the end of the 3 <sup>rd</sup> grading period.	Computation and Estimation 4.5b	TTAOnline SOL Enhanced: <ul style="list-style-type: none"> <li>• Fraction Circles</li> <li>• Fraction Strips</li> <li>• Linking Cubes</li> <li>• Rulers</li> <li>• Pattern Blocks</li> <li>• Use Concrete-Representational-Abstract approach</li> </ul>
When shown the first four steps of a pattern, the student will extend the pattern three steps with 100% accuracy on three consecutive days, by the end of 3 <sup>rd</sup> marking period.	Probability and Statistics 4.15	TTAOnline SOL Enhanced + Lessons: <ul style="list-style-type: none"> <li><u>Toothpick, Door, and Staircase Patterns</u></li> <li><u>Toothpick Patterns</u></li> <li>• Hundreds Chart, Number Lines, Words</li> <li>• Manipulatives (toothpicks)</li> <li>• Graph Paper</li> <li>• Shoes, Bookbags, Coats</li> <li>• Line up by height</li> </ul>
Using collected data, the student will be able to display and interpret data in a variety of graphs and tables with 75% accuracy by the end of the year.	Probability and Statistics 4.14	TTAOnline SOL Enhanced + Lessons: <ul style="list-style-type: none"> <li><u>Sandwich Data</u> <u>Say, "Here!"</u> <u>Spinning Colors</u></li> <li>• Newspapers</li> <li>• Sports data</li> <li>• Student Grades</li> <li>• Journal Entries</li> <li>• Examples and Non Examples</li> <li>• Choice Boards (choose source of data)</li> </ul>

## Measurable Mathematics Standards Based IEP Goals for 5<sup>th</sup> grade

Fifth Grade Goals	Strand/Standard	Strategies/Ideas for Instruction
Given a set of five diagrams of rectangles, the student will determine the perimeter ( $P=2L + 2W$ ) and area ( $A=L \times W$ ) of the rectangles, and determine which application is appropriate for a given situation with 80% accuracy, by the end of the 3 <sup>rd</sup> period.	Measurement 5.8a	TTAOnline Enhanced Scope and Sequence Lesson: <u>Perimeter and Area</u> <ul style="list-style-type: none"> <li>• Grid Paper</li> <li>• Drawings</li> <li>• Rulers, Tiles, String/Rope</li> <li>• Card Sorts</li> <li>• Practical Problem Based Lessons</li> </ul>
When given multi-step practical problems involving whole numbers, fractions, mixed numbers and decimals, the student will solve the problems with 75% accuracy by the end of the year.	Computation and Estimation 5.4 Computation and Estimation 5.6	TTAOnline Enhanced Scope and Sequence + Lesson: <u>Party Time</u> <ul style="list-style-type: none"> <li>• Simplify the Language or adjust numbers in problem</li> <li>• Use similar computations without story problem context</li> <li>• Use manipulatives to model the problem</li> <li>• Use Representations (drawings) of problem</li> <li>• Highlight Pertinent Information</li> <li>• Think-Pair-Share</li> <li>• Cooperative Learning Groups</li> <li>• Use the FastDRAW Strategy from the Learning Toolbox <a href="http://coe.jmu.edu/LearningToolbox/fastdrawbasic.html">http://coe.jmu.edu/LearningToolbox/fastdrawbasic.html</a></li> </ul>

Measurable Mathematics Standards Based IEP Goals for 6 <sup>th</sup> grade		
Sixth Grade Goals	Strand/Standard	Strategies/Ideas for Instruction
When given a 6 <sup>th</sup> grade level multistep practical problem with whole numbers, fractions or decimals, the student will solve the problem using addition, subtraction, multiplication or division with 85% accuracy on quizzes and test where each operation is assessed by the end of the school year.	Computation and Estimation 6.6b Computation and Estimation 6.7	<ul style="list-style-type: none"> <li>• Simplify the Language or adjust numbers in problem</li> <li>• Use similar computations without story problem context</li> <li>• Use manipulatives to model the problem</li> <li>• Use Representations (drawings) of problem</li> <li>• Highlight Pertinent Information</li> <li>• Think-Pair-Share</li> <li>• Cooperative Learning Groups</li> <li>• Use the FastDRAW Strategy from the Learning Toolbox <a href="http://coe.jmu.edu/LearningToolbox/fastdrawbasic.html">http://coe.jmu.edu/LearningToolbox/fastdrawbasic.html</a></li> </ul>
Given a grade level activity, the student will identify, sort and classify quadrilaterals based on their properties 85% of the time in 4 out of 5 trials by the end of the second grading period.	Geometry 6.13	TTAOnline Enhanced Scope and Sequence + Lesson: <u>Exploring Quadrilaterals</u> <ul style="list-style-type: none"> <li>• Foldables</li> <li>• Journal writing</li> <li>• Interactive white board</li> <li>• Frayer Model</li> <li>• Dump and Clump Card Sort</li> <li>• Graphic Organizers</li> <li>• Manipulatives</li> <li>• VDOE Middle Math Strategy Video <a href="http://www.vdoe.whro.org/math-strategies2/DOE_MATH_9/DOE_MATH_9.swf">http://www.vdoe.whro.org/math-strategies2/DOE_MATH_9/DOE_MATH_9.swf</a></li> </ul>
When presented with two dependent or independent events, the student will compare and events and determine if the events are dependent or independent with 85% accuracy in 3 out of 4 trials by the end of the first semester.	Probability and Statistics 6.16	TTAOnline Enhanced Scope and Sequence+: <ul style="list-style-type: none"> <li>• Comparison matrix</li> <li>• Virtual manipulatives <a href="http://www.ixl.com/math/practice/grade-7-identify-independent-and-dependent-events">http://www.ixl.com/math/practice/grade-7-identify-independent-and-dependent-events</a></li> </ul>



When presented with a given set of data, the student will identify and extend the arithmetic sequence by five terms with 90% accuracy in classwork by the end of the first nine weeks.	Patterns Functions and Algebra 6.17	<p>TTAOnline Enhanced Scope and Sequence + Lesson:  <u>Patterns Functions and Graphing</u></p> <ul style="list-style-type: none"> <li>• Create patterns using a variety of methods (verbally, musically, logically, visually, graphically, or artistically)</li> <li>• Create a table using manipulatives and diagrams</li> <li>• Think Pair Share</li> <li>• Cooperative Learning Groups</li> <li>• Calculator or Hundreds Chart Skip Counting</li> <li>• Function Machine</li> <li>• Fractured Chart Pieces</li> <li>• One Up, One Down Multiplication</li> <li>• VDOE Middle Math Strategy Video  <a href="http://www.vdoe.whro.org/math-strategies/FLA_DOE_5/FLA_DOE_5.swf">http://www.vdoe.whro.org/math-strategies/FLA_DOE_5/FLA_DOE_5.swf</a></li> </ul>
After representing a one-step equation with concrete materials, the student will solve the linear equation algebraically with 85% accuracy on quizzes and tests by the end of the school year.	Patterns, Functions and Algebra 6.18	<p>TTAOnline Enhanced Scope and Sequence + Lesson:  <u>Cover up Problems</u></p> <ul style="list-style-type: none"> <li>• Colored Chips</li> <li>• Algeblocks or Algebra Tiles</li> <li>• Balance Scale</li> <li>• Journaling</li> <li>• Interactive Whiteboard Algebra Activities @ Harvey's Homepage  <a href="http://harveyshomepage.com/Harveys_Homepage/Patterns,_Algebra,_and_Functions.html">http://harveyshomepage.com/Harveys_Homepage/Patterns, Algebra, and Functions.html</a></li> </ul>

## Measurable Mathematics Standards Based IEP Goals for 7<sup>th</sup> grade

Seventh Grade Goals	Strand/Standard	Strategies/Ideas for Instruction
After extending an arithmetic or geometric sequence, the student will analyze and write an explanatory variable expression to describe the relationship between two consecutive terms in the sequence with 85% accuracy in classwork by the end of first semester.	Proportional Reasoning 7.2	TTAOnline Enhanced Scope and Sequence +: <ul style="list-style-type: none"> <li>• Matching activity</li> <li>• Concentration game</li> <li>• Graphic organizer</li> <li>• Vocabulary activities</li> <li>• T-Charts</li> <li>• Practical age appropriate applications (shopping, video rental, sports)</li> <li>• Isometric Dot Paper</li> </ul>
When given a 7 <sup>th</sup> grade practical problem involving integers, the student will use addition, subtraction, multiplication, or division to solve the problem with 85% accuracy on quizzes and tests by the end of the first semester.	Computation and Estimation 7.3	TTAOnline Enhanced Scope and Sequence + Lessons: <u>Integers</u> , <u>Integers Game</u> , <u>Integers Multiplication and Division</u> , <u>Investigating Integers</u> <ul style="list-style-type: none"> <li>• Number Lines</li> <li>• Algeblocks, Algebra Tiles</li> <li>• Tile Spacers, Linking Blocks, Chips</li> <li>• Charge Model</li> <li>• Integer Mat with Manipulatives</li> <li>• Foldables</li> <li>• VDOE Middle Math Strategy Videos <a href="http://www.vdoe.whro.org/math-strategies2/DOE_MATH_5/DOE_MATH_5.swf">http://www.vdoe.whro.org/math-strategies2/DOE_MATH_5/DOE_MATH_5.swf</a></li> </ul> <a href="http://www.vdoe.whro.org/math-strategies2/DOE_MATH_6/DOE_MATH_6.swf">http://www.vdoe.whro.org/math-strategies2/DOE_MATH_6/DOE_MATH_6.swf</a>

When given a 7 <sup>th</sup> grade practical problem, the student will apply proportions to solve the problem in 3 out of 4 trials with 90% on classwork by the end of the second semester.	Computation and Estimation 7.4	TTAOnline Enhanced Scope and Sequence + Lesson: <u>Ratio, Proportion and Percent</u> <ul style="list-style-type: none"> <li>• Recipe conversions, scale drawings, map reading, reducing and enlarging, comparison shopping, monetary conversions.</li> <li>• Metric conversions</li> <li>• Percents</li> <li>• Tidewater Team for Mathematics Module 5 <a href="http://tidewaterteam.wm.edu/MPDCDocs/index.php">http://tidewaterteam.wm.edu/MPDCDocs/index.php</a></li> </ul>
Using the 7 <sup>th</sup> grade level mathematics formula sheet, the student will solve practical problems involving surface area and volume of rectangular prisms and cylinders with 85% accuracy on tests by the end of the school year.	Measurement 7.5	TTAOnline Enhanced Scope and Sequence + Lessons: <u>Surface Area Rectangular Prisms, Surface Area and Volume, Surface Area and Volume with Formula Sheet</u> <ul style="list-style-type: none"> <li>• Nets</li> <li>• Solids</li> <li>• Beans and Rice Measuring cups for volume</li> <li>• Foldables</li> <li>• Vocabulary Activities</li> <li>• Boxes and other objects</li> <li>• Package design</li> <li>• VDOE Middle Math Strategy Video <a href="http://www.vdoe.whro.org/math-strategies/FLA_DOE_8/FLA_DOE_8.swf">http://www.vdoe.whro.org/math-strategies/FLA_DOE_8/FLA_DOE_8.swf</a></li> <li>• Tidewater Team for Math Lesson: Cylinders and Rice <a href="http://tidewaterteam.wm.edu/MPDCDocs/detail.php?id=10">http://tidewaterteam.wm.edu/MPDCDocs/detail.php?id=10</a></li> </ul>
Given a set of data, the student will analyze, and compare histograms with other graphs, such as line plots, circle graphs, and stem and leaf plots with 85 % accuracy in 9 of 10 work samples by the end of the school year.	Probability and Statistics 7.11	TTAOnline Enhanced Scope and Sequence + Lesson: <u>Homework, TV and Sleep</u> <ul style="list-style-type: none"> <li>• Human Graph</li> <li>• Newspapers and other examples</li> <li>• Vocabulary</li> <li>• Compare/Contrast graphic organizers and foldables</li> <li>• Collect age appropriate data from various sources including: Weather Data, Tides, Animal Populations, Nielsen Ratings</li> <li>• Use the National Library of Virtual Manipulatives <a href="http://nlvm.usu.edu/en/nav/search.html?qt=number%20line">http://nlvm.usu.edu/en/nav/search.html?qt=number%20line</a></li> </ul>

<b>Measurable Mathematics Standards Based IEP Goals for 8<sup>th</sup> grade</b>		
<b>Eighth Grade Goals</b>	<b>Strand/Standard</b>	<b>Strategies/Ideas for Instruction</b>
When given two-step inequalities with one variable, the student will solve the inequality and graph the solutions on number line with 75% accuracy by the end of the year.	Patterns, Functions and Algebra 8.15	TTAOnline Enhanced Scope and Sequence +: <ul style="list-style-type: none"> <li>• Number Lines</li> <li>• Highlighters</li> <li>• Human Number Line</li> </ul>
When given algebraic expressions, the students will substitute numbers for variables and simplify the expressions by using the order of operations with 80% accuracy by the end of the year.	Computation and Estimation 8.4	Use simpler computations Review mnemonic, Please Excuse My Dear Aunt Sally Teach gestures to represent the order of operations VDOE Middle Math Strategy Video, Order of Operations <a href="http://www.vdoe.whro.org/math-strategies/FLA_DOE_15/FLA_DOE_15.swf">http://www.vdoe.whro.org/math-strategies/FLA_DOE_15/FLA_DOE_15.swf</a>
When provided with, or required to collect data, the student will organize and interpret the data in a variety of formats, such as tables, scatterplots, graphs, and tables with 80% accuracy by the end of the third marking period.	Probability and Statistics 8.13	TTAOnline Enhanced Scope and Sequence + Lesson: <u>Homework, TV and Sleep</u> <ul style="list-style-type: none"> <li>• Models of graphs</li> <li>• Graphing calculator</li> <li>• Graphic organizers</li> </ul> Use the National Library of Virtual Manipulatives <a href="http://nlvm.usu.edu/en/nav/search.html?qt=number%20line">http://nlvm.usu.edu/en/nav/search.html?qt=number%20line</a> Play VDOE Middle Math Strategy Video <a href="http://www.doe.virginia.gov/instruction/mathematics/middle/online_strategies/index.shtml">http://www.doe.virginia.gov/instruction/mathematics/middle/online_strategies/index.shtml</a>

Measurable Mathematics Standards-based IEP Goals Algebra I		
Algebra I Goals	Strand/Standard	Strategies/Ideas for Instruction
When given two polynomials, the student will determine like terms, combine the coefficients, and find the sum of the polynomial correctly on 6 out of 8 problems by the end the second grading period.	Expressions and Operations A2.c	TTAOnline Enhanced Scope and Sequence + Lesson: <u>Old Polly</u> <ul style="list-style-type: none"> <li>• Highlight like terms</li> <li>• Vocabulary activities</li> <li>• Graphing calculator</li> </ul>
When given a set of five graphs of lines, the student will write an equation of each line with 80% accuracy by the end of the second grading period.	Equations and Inequalities A6.b	TTAOnline Enhanced Scope and Sequence +: <ul style="list-style-type: none"> <li>• “Find the Equation of the Line” applet <a href="http://www.analyzemath.com/Slope_Intercept_Line/FindEquationLine.html">http://www.analyzemath.com/Slope_Intercept_Line/FindEquationLine.html</a></li> <li>• Illuminations Lesson: “Equations of Attack” <a href="http://illuminations.nctm.org/LessonDetail.aspx?id=L782">http://illuminations.nctm.org/LessonDetail.aspx?id=L782</a></li> </ul>
When given a set of five graphs of a function, the student will identify the xy/coordinates and determine the domain of the function with 80% accuracy by the end of the third quarter.	Functions A7.e	TTAOnline Enhanced Scope and Sequence + Lessons: <u>Functions 2 Domain and Range</u> <u>Quadratics</u> <ul style="list-style-type: none"> <li>• Provide the domain and range of a function and direct students to create a graph</li> <li>• Create a card sort activity to match various graphs of functions and sets of ordered pairs.</li> <li>• Use the National Library of Virtual Manipulatives <b>Grapher</b>: <a href="http://nlvm.usu.edu/en/nav/frames_asid_109_g_3_t_1.html?open=activities&amp;from=search.html?qt=number%20line">http://nlvm.usu.edu/en/nav/frames_asid_109_g_3_t_1.html?open=activities&amp;from=search.html?qt=number%20line</a></li> </ul>

This document is provided as a resource of sample goals and strategies/ideas for instruction and is not designed to be used as official prototype. Goal development must be based on the individual needs of the student with a disability. The links in the documents were active at the time of development. In addition, the TTAC online SOL Enhanced Scope and Sequence Plus lesson titles are based on those that are posted as of 6/20/1011. They do not reflect the changes based on the new standards. When posted, the new enhanced scope and sequence will include the differentiated instruction within the one document. It can be found at [www.doe.virginia.gov](http://www.doe.virginia.gov)